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ABSTRACT

This manual is intended for teachers who envision the value of teaching parenting/caring to elementary school children but have minimal time and little opportunity for training. The manual is the second of three units of the curriculum, "Education for Parenting." Each unit follows a baby of a particular age visiting the classroom and is written to be taught throughout one school year. "Education for Parenting" is part of the overall curricula Learning How to Care, which teaches students how to care for themselves, other people, and life around them, such as pets or the environment. The "Education for Parenting" curriculum focuses on what parents do as they nurture their children's healthy development. Parents and their infants visit the classroom. Students observe parents nurturing their children, as well as implement caring by planning for the visit themselves. From these experiences, students become more aware of what is involved in caring and parenting and begin to acquire the relevant information and skills. This unit covers the visit of a parent with an infant, and the relevant classroom preparation. Included are guides to implementing the curriculum, generic lesson plans, aids to teaching, and outlines. Special issues that may arise when teaching "Education for Parenting" discussed and include: the unwanted outcome; partnering; using cultural diversity to enrich the parent/infant visit; the visit as a means of supporting students for whom English is a second language; choosing and caring for a class pet; dealing with trash; staying drug free; and considering the lives of American Indians during frontier days. (JPB)

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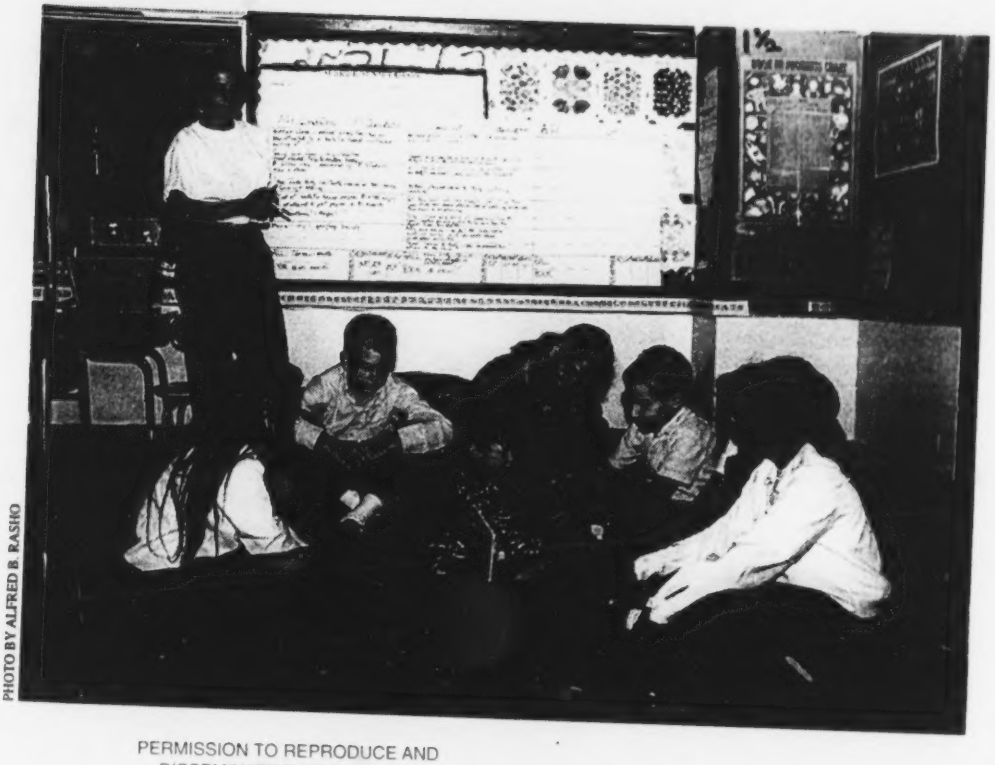
EDUCATION FOR PARENTING
learning how to care

Unit 2

Parents and Their Infant Visit the Classroom



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Unit 2

Parents and Their Infant Visit the Classroom

Harriet Heath, Ph.D.

ABOUT THIS MANUAL

Parents and Their Infant Visit the Classroom is a manual for teachers who envision the worth of teaching parenting/caring but have minimal time and little opportunity for training. It is the second of three units of the curriculum *Education for Parenting* (E for P) each of which follows a different aged baby visiting the classroom and is written to be taught throughout one school year. This manual includes the three parts plus generic lesson plans discussed below.

The Caring Paradigm — Introduces how people go about nurturing another. Relates to curriculum.

Lesson Plans — Give basic directions for implementing the program including—
- Questions for students—marked with a bullet (•).
- Optional emphasized content—marked with a diamond (♦).
- Directions for activities in emphasized content—in *italics*.

Aids to Teaching — Elaborate ideas and methods presented in the lesson plans. Include samples of materials used such as charts and letters.

Outlines — Are basic lesson plans for easy reference and planning.

Education for Parenting is part of the overall curricula *Learning How to Care* which teach students how to care for themselves, other people, and life around them such as pets or the environment.

Acknowledgments

This manual abridges and refines the curriculum *Learning About Parenting: Learning to Care* (LAP) by Harriet Heath, Sara Scattergood and Sandra Meyer (1983).

The impetus for abridging the original work came from Kathi Wineman, Curriculum Specialist, Department of Education, State of Alaska who acknowledged its value, supported its implementation and recognized the need to develop a simplified version.

All of us who have worked on this project are grateful to George C. Clemens for his financial support for completing this edition which the Alaskan educators initiated. We are sorry that he did not live to see the project's completion and are appreciative of his family's continuing interest and support.

The endeavor has benefited from the insights and recommendations of innumerable teachers who have used the original curriculum and/or this abridgement. Their comments have been invaluable in helping me produce a useful, condensed version of the LAP program. In particular, I wish to thank Marijane Miller, Nils Dihle, Lynn Grosmar, Nancy Hakari, and Sandy Knapp. Special gratitude goes to Dr. Dana Murphy, responsible for implementing the curriculum in Chicago and Lynette Dihle, her counterpart in Alaska, both of whom have freely shared their insights and experiences and contributed significantly to bring the project to completion. My thanks to Carol Hanson for editing and especially to Mary Helgesen Gabel who meticulously structured the curriculum into a user friendly format. Many thanks, also, to the children, parents, and their photographers whose pictures enliven these pages. —Harriet Heath

PHOTO BY MARY HELGESEN GABEL

Harriet Heath with her grandson, Gabriel Heath O'Brien.

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INTRODUCTION

The *Learning How to Care* (LHTC) curriculum provides students with an opportunity to learn how to nurture another, that is, to be concerned about the welfare of someone or some thing. Students experience that in order to care a person must not only want to do so but must have the relevant information and skills.

Parenting is viewed as an intense form of caring. *Education for Parenting* (E for P), part of the LHTC curriculum, focuses on what parents do as they nurture their children's healthy development. Parents and their infants visit the classroom. Students observe parents nurturing their children, as well as implement caring by planning for the visit themselves. From these experiences students become more aware of what is involved in caring/parenting and begin to acquire the relevant information and skills.

Why Teach

Most students will someday be parents. All students, throughout their lives, will live and work with other people.

To be able to parent, to live and/or work cooperatively requires a willingness to be involved, necessary information and relevant skills.

E for P encourages students to be involved and begins to teach them the necessary information and relevant skills.

In our society—

- Children are being abused.
  - In **E for P** students learn that there are multiple ways of guiding a child and are therefore less apt to use force in the future.
- Adolescents are becoming parents at too young an age.
  - In **E for P** students learn that parenting takes time and thought, and are therefore less likely to elect to become parents before they are economically and psychologically ready to nurture.
- Violence is rampant.
  - In **E for P** students learn another way to relate to people.

Opportunities When Teaching

E for P creates many teachable moments because—

- Infants and young children grab students' interest.
- The structure of the parents/infant visits is open and flexible.
- Teachers can expand and develop themes that:
  - Encourage students to discuss issues, both past and current, that are relevant to their own lives.
  - Stretch students' cognitive skills, including situations that use their decision-making abilities.
  - Allow meaningful understanding to evolve.

E for P—

- Has content that can be integrated with other academic subjects.
- Requires little classroom time— ¾ to 1½ hours per month.

TABLE OF CONTENTS

About This Manual — Inside front cover
Acknowledgments — Inside front cover
Introduction — 1
Table of Contents — 2

Part I
The Caring Paradigm

Vignette: A Parent Planning for Her Infant's Visit — 4
Identifying the Caring Paradigm — 6
Vignette: A Parent and Infant Visit the Classroom — 7
Summary of the Caring Paradigm — 10

Part II
Teaching Education for Parenting (E for P)

A. Guides to Implementing the Curriculum

Overview of Lesson Format — 11
Observing/Charting — 11
Finding and Preparing the Parent(s) — 12

B. Lesson Plans

The First Visit with the Parents and Their Infant
Emphasis—Communication — 13

The Second Visit with the Parents and Their Infant
Emphasis—Development — 15

The Third Visit with the Parents and Their Infant
Emphasis—The Parental Role — 17

The Fourth Visit with the Parents and Their Infant
Emphasis—Needs — 19

The Fifth Visit with the Parents and Their Infant
Emphasis—Attachment — 21

The Sixth Visit with the Parents and Their Infant
Emphasis—Curiosity/Competence — 23

The Seventh Visit with the Parents and Their Infant
Emphasis—Discipline/Setting Limits/Guiding Behavior — 25

The Eighth Visit with the Parents and Their Infant
Emphasis—Temperament — 27

The Ninth Visit with the Parents and Their Infant
Emphasis—Feelings — 29

The Tenth Visit with the Parents and Their Infant
Emphasis—How the Infant Has Grown and Changed — 31

Part III
Aids to Teaching

Overview 33

A. Cognitive Skills Used When Caring 33

Predicting 34
Brainstorming 35
Planning 36
Observing 37
Other Cognitive Skills Used in Curriculum 38

B. Samples and Illustrations of Materials Used 40

Sample Flyers to Solicit Parents to Visit Classrooms with Their Infant 41
Sample Letters to Parents of Students Who Will Be Studying E for P 43
Developmental Charts
Observing Behavior: Charting Development 45
Samples of Students' Writing 47

C. Special Issues and Opportunities That May Arise When Teaching E for P 48

The Unwanted Outcome 49
Partnering 50
Utilizing the Cultural Diversity in our Classrooms to Enrich the Parent/Infant Visit 51
The Parent/Infant Visit as a Means of Supporting Students for Whom English is a Second Language 52
Choosing/Caring for a Class Pet 53
Dealing with Classroom Trash 54
Staying Drug Free 55
Considering the Plight of the Native American During the Frontier Days 56

D. Bibliography 57

E. Review of Videos 59

In the Beginning 59
Nurturing 59
On Their Own 59

Generic Lesson Plans In back pocket

Detailed Lesson Format for Visit with the Parents and Their Infant A
Outlined Lesson Format for Visit with the Parents and Their Infant B

Part I
THE CARING PARADIGM

Planning, implementing those plans, and reflecting about their effectiveness make up the process that underlies parents' activities as they care for their children. Planning involves recognizing the situation, knowing alternative ways of dealing with it and selecting the most effective alternatives to implement. Four guides direct the selection: the goals, the needs of those involved, their feelings and their individual characteristics.

This process, called The Caring Paradigm, provides the structure for the parent/infant visits, which are a major component of the *Education for Parenting* curriculum. The following vignette illustrates how parenting follows the paradigm.

Vignette: A Parent Planning for Her Child's Visit

PHOTO COURTESY AFSC

Mrs. Bowman was getting her seven-month-old son ready to visit a fifth grade class at the local elementary school. Last October she had agreed to take him monthly for the students to observe him and to talk about parenting. Tomorrow morning would be their fourth session. Mrs. Bowman was looking forward to the occasion. She enjoyed talking about Randy, what he was doing and what her day was like.

As Mrs. Bowman packed her bag with the things she'd need for Randy, she was thinking that this visit would not be as easy as the other two had been. Randy had learned to crawl. He was a curious child and wanted to touch everything that caught his attention. And there was so much in the classroom to catch his attention.

Mrs. Bowman began to think about how she would handle this situation. She could keep him on her lap. Or she could keep him in his stroller. She could take his favorite toys or read him some books. She thought about how her Mom would spank his hands if he did not respond to her sharp, "No!" She could take more snacks than usual. "Seven ways of dealing with the situation," she thought as she filled her bag.

She smiled to herself because she knew which options she would choose. She valued curiosity. She wanted the students to see how curious Randy was. Besides, curiosity was very typical behavior for a seven-month-old child. She would not hinder it except for reasons of safety. So into the bag with the usual diapers, wet wipes, and snacks, went more than the usual number of toys and books.

Her thoughts moved to the classroom. She thought of the things in the classroom Randy might be able to reach and how she would handle them. She'd caution him as usual about the electric outlet and possibly move a piece of furniture in front of it. The students would all have pencils. She couldn't remember Randy having come in contact with a pencil. She'd show him the

sharp point and that it could hurt. She'd show him how to make marks but would stay close to him as he handled it. She wouldn't let him put it in his mouth.

She also reminded herself that she wanted to mention Randy's interest in other infants. Just this week they'd been with her friend who had a baby two month's younger than Randy. The babies had stared and stared at each other. Then Randy had wiggled to crawl over to Sam. She'd have to describe the incident to the students . . . or bring Sam into school with Randy next month.

PHOTO BY MARY HELGESEN GABEL

As she put on his jacket and picked up her bag, she wondered what things she had not thought of, but knew her guiding plan would be to let him explore as much as possible while keeping him safe.

Mrs. Bowman arrived to find the students eagerly waiting for them. She smiled to herself. The students had predicted accurately that Randy would be crawling this month as she had expected they would, given the fact that Randy was up on his knees during their last visit. They had planned well for a crawling infant. Their seats were in a "U" shape closed off by the end of the room. It would be difficult for Randy to escape their enclosure.

PHOTO BY ALFRED B. RASHO

Also as she had predicted, the students' pencils were an immediate attraction for Randy. But she was prepared and showed him how to use one. The students had many questions about how Mrs. Bowman's life had changed since Randy could move around and how they had had to reorganize their house. The visit went very quickly.

At home, after lunch and reading a book, Randy took his nap. Mrs. Bowman, in the quiet time that followed, thought about the visit. Taking toys had not been necessary. The students, their notebooks and pencils had been enough to keep Randy busy the whole time. In addition, having the chairs arranged as they were had made the job of protecting Randy from inappropriate objects in the classroom easy. But, she started planning, it may not be so easy next time. In a month he'd be more aware of things outside of the circle of desks that he might well want to explore.

Identifying the Caring Paradigm

The following table illustrates how the process of the parent getting ready for a class visit demonstrates the caring paradigm and how the paradigm structures the class visit detailed in the following vignette.

Parenting as Caring	The Caring Paradigm	The Parent/Infant Visit
Mrs. Bowman —	To care a person—	Students—
Was concerned about: How she would protect her crawling, curious son.	Is **involved.**	Started to plan immediately how to make visit pleasant for everyone.
Thought about: Randy crawling. All the school materials that would interest him.	**Plans:** ***Describes*** situation using knowledge, observations and predictions.	Describe situation by: Predicting what Randy would be able to do and what his parent would do for Randy. Discussing features of classroom.
Thought of different ways of conducting the visit.	***Brainstorms*** multiple possible ways of dealing with situation.	List: Ways to arrange parent/infant visit.
Used guides to make decisions:	***Decides*** most effective ways by following these guides:	Decide based on:
Keep Randy safe. Encourage exploration.	***Goals*** of people involved;	Wanting a pleasant visit. Protecting Randy's curiosity
Recognize Randy's need to explore and learn.	Their ***needs;***	Randy's need to explore. Students' need to see.
Recognize Randy's feelings would be hurt if he was always told, "No."	Their ***feelings;*** and	Feelings of Randy if objects were always being grabbed away.
Recognize Randy's curiosity and need to touch things was very appropriate behavior for his age and temperament.	Their ***characteristics*** including developmental level and temperament pattern.	Fact that Randy's desire to explore is typical of his age.
Decided to allow Randy to explore but: Keep close watch on him; and Be prepared to show him safe ways of handling some of the materials.		Decide to put chairs in a "U" shape starting at the wall. Putting unsafe objects outside of the "U."
Visits class and follows plans.	**Implements.**	Carry out plans during visit.
Thinks about visit: Adequacy of the ways she handled: Randy's curiosity. The pencil episode.	**Reflects.**	Think about visit: Accuracy of predictions about: What Randy was able to do and What mother had to do for him. Effectiveness of their planning: Could everyone see and Was Randy safe and happy.

Vignette: A Parent and Infant Visit the Classroom

The E for P classes give students experience in both implementing and observing the caring paradigm. As students plan for and conduct the monthly visits of a parent and infant, they follow the paradigm. During the visit, students can identify the paradigm in the parents' behavior as they nurture their children. The visits provide students with concrete examples of how being cared for affects development. The following excerpts from a typical parent/infant visit illustrate how the paradigm structures the visit as well as how students observe the parent's nurturing behavior.

Caring Paradigm	The Vignette
Is involved	"Is Mrs. Bowman going to be able to bring Randy today?" the fifth graders queried their teacher, as they greeted her that Tuesday morning.
	She nodded, "Yes."
	"Can we plan now so we'll be ready when they come?" the students asked.
	"O.K.," agreed Mrs. Lowell, as she put up the developmental chart. "Based on what Randy was doing last month, what do you think he will be able to do now?"
Predicts	"Crawl up to us," answered the class in unison, laughing. They remembered how Randy had finally gotten up on his hands and feet during his last visit instead of rocking on his tummy as he had the month before. Mrs. Lowell wrote the prediction on a piece of newsprint.
	"Grab our pencils and notebooks now that he can crawl." The class continued making the list of what they thought Randy would do. "Say a couple of words like 'Mama,' and 'Dada.'" "Pull himself up."
	"Mrs. Bowman will have to teach him not to touch things." The list grew rapidly.
Plan	As the flow of predictions slowed, Mrs. Lowell redirected the thinking of the class, "How should we plan for this visit? What are all the ways we can structure it?"
Brainstorms	"Put away what we don't want him to touch."
	"How can we do that? Look at all the things Randy will be able to get into."
	"We're just brainstorming now," reminded Jenny.
	"Sit in a circle and put Randy in the middle." "Get a playpen." "Take things away from Randy if they are not good for him." "Have Randy stay on his mother's lap." "Have his mother sit on a chair and hold him." "Bring in toys he can play with." "Sit in a 'U' shape." "We sit on the floor."
	The list went on.
Decides	Finally Mrs. Lowell broke in, "You are certainly good brainstormers and have thought of many ways of setting up the visit. Which ones shall we implement?"
Goal	"If we sit in a circle, some of us won't be able to see. Remember the first time Randy came when we had a circle and it didn't work?"

Feelings "If we take things away from Randy all the time, he is not going to be happy."

Need "We don't have time to bring toys from home to interest him."

"Maybe Mrs. Bowman will bring more toys."

"He could stay on Mrs. Bowman's lap."

Developmental level "Babies this age need to be able to move around."

Decides "We could sit in a 'U' shape ending the 'U' against the wall," suggested Nina. Some of the students nodded quickly in agreement.

"Those at the end of the 'U' won't be able to see," objected others.

"Put an empty chair by the wall," was the next suggestion.

"And put in the 'U' things safe for Randy to explore."

PHOTO BY ALFRED B. RASHO

Implements The class had their room arranged when Mrs. Bowman arrived with Randy. She sat down on the chair the students had put for her at the top of the "U." Laughingly, she put Randy down on the floor. "I didn't bring a blanket for Randy to sit on this time. Can you figure out why?" she asked the class.

"He's crawling," they answered. And sure enough, as soon as Mrs. Bowman had his jacket off, Randy crawled over to Jim, smiled up at him and grabbed his pencil.

"O-O-OH," said Mrs. Bowman, "that's not a very safe toy." She got down on the floor beside Randy and Jim. She took the pencil and showed Randy the sharp point. "Sharp," she said as she touched it gingerly. Randy put his finger carefully on the point. Then Mrs. Bowman showed Randy how the pencil made marks. Randy grabbed the pencil and finally managed to make some marks, too. Randy then moved the pencil toward his mouth. "No, the pencil is not for eating," explained Mrs. Bowman to her son as she took the pencil while handing to Jim a stuffed toy, "He likes this usually."

PHOTO BY ALFRED B. RASHO

Jim held out the stuffed animal. Randy pushed the animal away and struggled to get back the pencil his mother was holding. She then handed a toy car to a nearby student. "Make this go." The moving car caught Randy's attention. The students tucked their pencils out of sight.

Reflects

After the visit was over, the class reviewed which of their predictions were accurate and whether the seating arrangement had kept Randy safe. After some discussion the class concluded they were not sure whether the "U" shape had kept Randy safe or just that he had been more interested in the students than what was in the classroom. They decided to bring toys for his next visit and went ahead to plan which ones they thought would be appropriate.

PHOTO BY ALFRED B. RASHO

The students expressed surprise at Randy's interest in books. "I never thought to look at a book with my seven-month-old sister," reflected one.

PHOTO BY ALFRED B. RASHO

Mrs. Lowell stretched the students' thinking about the pencil episode by asking: "What did his mother do?"

"Showed him the sharp point and what a pencil can do," the students remembered.

"What other ways could she have used to deal with his interest in the pencil?"

PHOTO BY ALFRED B. RASHO

The students gave many answers including that she could have taken it away from him, spanked his hand while telling him not to touch, or ignored him.

PHOTO BY ALFRED B. RASHO

"Why do you think she did what she did? What might have been some of the consequences if she had simply said, 'No,' or spanked his hand or let him have the pencil?" If she continually used that approach, the students agreed, Randy's exploring might have slowed or even stopped.

"What if Mrs. Bowman had done nothing?" The students were unanimous that Randy might easily have been hurt.

The class ended with the students writing about the visit in their journals.

Summary of the Caring Paradigm

CARING = PLANNING + DOING + REFLECTING

- To be able to effectively plan requires awareness of the situation, knowledge of one's choices and the ability to wisely select alternatives.
- To be able to wisely select alternatives when caring for people depends on having guides including goals, knowledge of the characteristics of the people involved, their needs and feelings.
- To competently implement plans demands having skills.

The caring paradigm provides a structure that facilitates parents' nurturance of their children.

THE CARING PARADIGM IN THE PARENT/INFANT VISIT

PLAN (before visit)
Predict
Brainstorm
Decide
Prepare

IMPLEMENT (during visit)
Carry Out Plans
Observe
Ask Questions
Experiment

REFLECT (after visit)
Adequacy of Plans
Record
Do Extended Activities

Caring can be implemented in a wide variety of situations—
Assuming responsibility for a child for a couple of hours.
Being a parent, i.e. being totally responsible for approximately twenty years.
Being a student tutoring another student
Caring for an elderly person for a short time—or a long time.
Cleaning a polluted stream or recycling trash.

Caring in diverse situations involves—
Varying degrees of emotional involvement.
(The casual regard and concern felt toward a child cared for the afternoon to the intense love/care relationship between parent and child.)
Different guides for different issues.
(The guides for cleaning a polluted stream will differ from guides for recycling trash.)
Varying amounts of information and skills.

The commonality of all situations is that the caregiver must want to be involved and must have the information and skills needed to implement the caring.

Part II
TEACHING EDUCATION FOR PARENTING (E for P)
A. Guides to Implementing the Curriculum

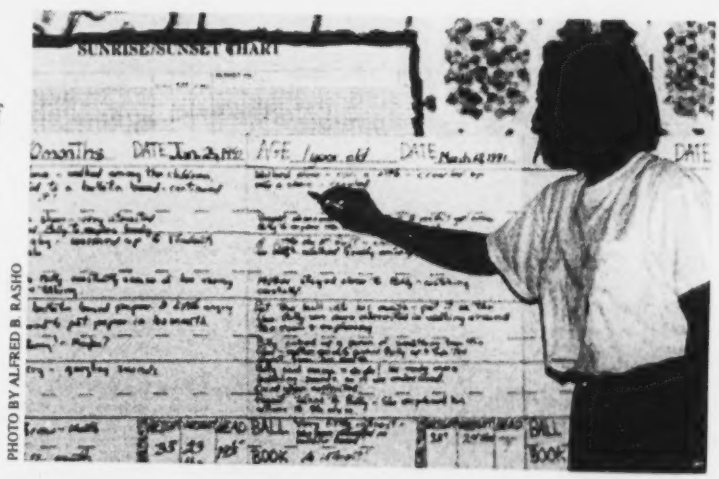
Overview of Lesson Format

- E for P is taught by having parents with their infant visit the classroom monthly.
- This section of the curriculum provides teachers with simple, direct guides for conducting these monthly visits. Each lesson plan is contained on one sheet of paper—
  On one side is the outline of how the visit is structured around the caring paradigm.
  On the other side are suggestions including:
  Questions for students—marked with a bullet (•).
  The questions will stimulate discussion of issues related to caring/parenting.
  Ways to develop the emphasized content—indicated with a diamond (◆).
  The emphasized content is optional and will broaden students' understanding of the developmental process and of the role of parents.
  Activities to extend the emphasized content—in *italics.*

The program increases in its effectiveness as teachers—
Draw from what the infant does and from the interaction between parent and infant.
Integrate the emphasized content throughout the year as relevant events happen during the visits.
Interweave the ideas into other subject areas.

Observing/Charting

Observations of parents and their infant are the major way of gathering information about human development (see pp. 37 and 45–46). They include gathering:
Specific information by measuring the baby.
Experimental data by noting how infant responds when shown a book and ball.
Descriptions of what the parent and child do.



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Observations are made throughout each visit.

Students record their observations in journals and/or on charts by writing or drawing pictures.

Recording observations on developmental charts, where behaviors can be categorized, facilitates the identification of developmental patterns, as the year progresses (see pp. 45–46).

Before the visit, plans should be made about how observations will be recorded:
At a specific time as well as throughout the visit.
On individual and/or class charts.

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Finding and Preparing the Parent(s)

Solicit parents by word-of-mouth, flyers and/or letters (see pp. 41–42).

Identify a couple (or a parent) who—

Has a baby preferably two- to four-months old at start of program (may be up to ten months).
Has an approach to parenting that you feel comfortable with.
Is willing to come in once each month of the school year.

Prepare parents by—

Explaining program.
Providing video for them to watch.
Letting them know that they will be asked questions by the students, but are always free not to answer a given question.
Emphasizing that they are always in charge and should:
Not come if infant is not well.
Not allow any activity with infant that makes them feel uncomfortable.

Set date and time of visit.

Share information—

Phone numbers.
Convenient times to be called.
Emergency number (if parent(s) must cancel at last moment).

Contact parent(s) between visits to—

Learn their reactions to last visit.
Alert parents to issues that may arise during next visit.

Suggested Chart for Recording Contacts with Parents

Parents' names _____ Phone # _____

Address _____ Good times to call _____

City, State, Zip _____ Emergency # _____

	1st Month	2nd Month	3rd Month	4th Month	
Date set for visit					
Time					
Parent agrees					
Reviewed and planned visit with parent as needed					

Needed
- Parents/infant
- Research kit (measuring tape, book and ball)
- Developmental chart (see pp. 45–46)
- Markers and masking tape
- Notebooks for students' journals

Ongoing Concepts
- Parents/infant communication
- Development
- Parent's role

THE FIRST VISIT WITH THE PARENTS AND THEIR INFANT

Content Emphasis—Communication

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.
- Recognize the ways infants communicate.
- Observe and record parents and infants communicating.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions

2. Implement (during visit)

Observe child and parents

Record detailed observations (not inferences or judgments)

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

COMMUNICATION

Objectives

- Recognize the ways infants communicate.
- Observe and record parents and infants communicating.

Background Information

- Communication is a way of relating.
- Communication is the process of exchanging information.
- Communication usually involves two or more people.
- Talking is the most obvious form of communication.
- Listening is an important component of communication.
- Body language frequently adds to verbal communication.
- Body language often reveals feelings better than words do.
- Little babies don't have words. They communicate using body language and sounds.
- Babies/infants strive to learn to talk.

Introduce Emphasized Content

Discuss with students—

- How they communicate ideas and needs.
- Who responds.
- How they feel if someone responds or if no one does.
- How they think infants communicate their needs.

Questions and Events to Integrate Content into Visit

If baby cries, discuss—

- Why a baby cries (communicating a need).
- Why baby doesn't say, "I'm hungry" or "I'm wet" (can't).
- Whether or not the baby is bad to cry (no, baby's way of communicating).
- How parent responds.
- How baby might feel if no one responds.

If parent does something for the baby but baby has not cried, discuss:

- Why parent acted.

  (Frequently, parent will point out baby's body language communicated baby needed or wanted something, e.g., baby was looking at toy but could not reach).

If parent and baby exchange smiles, discuss—

- What parent and infant did just then (smiled at each other).
- Why did they do that (way of telling how feel about each other).

Summarize—

Parents and infant communicate in many ways.

Communication involves both parents and infants expressing themselves and responding.

Activities to Extend Content (optional)

Have students describe in their journals—

- Ways of communicating other than auditory language or writing (sign language, Morse Code, smoke signals, body language).
- How they communicate their needs.
- How infant communicated.

18

Needed
Parents/infant
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart (see pp. 45–46)
Notebooks for students' journals

Ongoing concepts
Parents/infant Communication
Development
Parent's role

THE SECOND VISIT WITH THE PARENTS AND THEIR INFANT

Content Emphasis—Development

Objectives

- Plan and implement visit using the caring paradigm.
- Continue making detailed and objective observations.
- Identify some patterns of development.
- Observe how parents adapt their behavior as the child grows.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce Emphasized Content

Students and teacher prepare questions

2. Implement (during visit)

Observe child and parents

Record detailed observations (not inferences or judgments).

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

DEVELOPMENT

Objectives

- Identify some patterns of development.
- Observe how parents adapt their behavior as the child grows.

Background Information

- Development is the change people go through from conception to death.
- Development follows a generally predictable pattern, though each individual progresses differently.
- Development occurs as the body grows, as control becomes more adept, and as the environment demands.
- Developmental patterns can be identified by observing—
  - What a person can do physically.
  - How a person relates to objects.
  - How a person interacts with people.
  - How a person speaks.
  - How a person expresses emotions.
  - What clues a person gives that s/he is thinking.
- During the parents/infant visit, the focus is to follow the development of one individual infant, not on diagraming so-called "normal" development.

Introduce Emphasized Content

Discuss with students—

- How they have changed in the last year.
- How they know they have changed.
- How we know visiting infant is changing and in what ways.

Questions and Events to Integrate Content into Visit

Developmental patterns can be identified by reviewing the infant's behavior that has been charted each month. (see pp. 37, 45–46)

Watch for opportunities to talk about development. Discuss—

- What the infant is doing this month s/he did not do last month (smiling, sitting up, crawling, grabbing a toy, playing Peek-A-Boo, etc.).
- What parents do now that wasn't necessary last month:
  - (If crawling, watch where infant is.
  - If grabbing a toy, helping learn to share.
  - If playing Peek-A-Boo, parent is playing.)
- What parents are not doing now that was necessary when baby was younger (burping, turning baby over, propping baby into sitting position).
- How what the infant is doing affects what parents do.

Summarize—

- Babies are continuously changing and developing.
- How they change affects what parents do.

Activities to Extend Content (optional)

Have students write in their journals about—

- A developmental step they made that their parents were not expecting and how their parents responded.

Show video: In the Beginning *(see p. 59)*

Needed
Parents/infant
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart (see pp. 45–46)
Notebooks for students' journals

Ongoing concepts
Parents/infant Communication
Development
Parent's role

THE THIRD VISIT WITH THE PARENTS AND THEIR INFANT

Content Emphasis—The Parental Role

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.
- Understand the responsibilities and challenges involved in parenting.
- Recognize the importance of a parent or ongoing caring person in the healthy development of the child.
- Be aware of the responsibilities and challenges, and the time and thought that are involved in parenting.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions

2. Implement (during visit)

Observe child and parents

Record detailed observations (not inferences or judgments).

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect

Activities to extend content (optional)

THE PARENTAL ROLE

Objectives

- Understand the responsibilities and challenges involved in parenting.
- Recognize the importance of a parent or ongoing caring person in the healthy development of the child.
- Be aware of the responsibilities and challenges, and the time and thought that are involved in parenting.

Background Information

- Parents facilitate development of their children by the way they respond to them and structure the environment.
- Parents must invest time and thought to be able to facilitate the healthy development of their children.
- People's way of life changes dramatically when they have a baby.
- Parents learn and change as they interact and guide their children.
- Parents gain a sense of competence and of self-worth when they feel they are taking good care of their children.

Introduce Emphasized Content

Discuss with students—

- What their parents do for them.
- How what their parents do for them compares with what the visiting parents do for their infant.

Questions and Events to Integrate Content into Visit

What parents do is charted each month along with the development of the infant.

Watch for opportunities to talk about the parental role. (Students tend to focus on the infant. They need direction if they are to understand the important role parents play in the infant's development.) Have students note—

- What the parent is doing now.
- What parents do overall.

Discuss with parents—

(If only one parent is present, be sure to ask about the partner's life.)

- What the parents' days are like.
- How being parents has affected parents' lives.
- What parents like about being a parent.
- What parents don't like or find difficult about being a parent.

When infant has achieved a major developmental step such as being able to sit up, crawl or grab a toy, discuss—

- How this development in the infant has affected what parents do.

Activities to Extend Content (optional)

Ask students—

- Who might be a caregiver other than a child's biological parents.

Have students write in their journals—

- About a friend of theirs whose caregiver is not the biological parent.

Show video Nurturing *(see p. 59)*

Needed
Parents/infant
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart (see pp. 45–46)
Notebooks for students' journals

Ongoing concepts
Parents/infant Communication
Development
Parent's Role

THE FOURTH VISIT WITH THE PARENTS AND THEIR INFANT

Content Emphasis—Needs

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.
- Understand that infants and parents have needs that must be considered when planning for the parent/infant visit.
- Realize that much of what parents do is to meet their infant's needs.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions

2. Implement (during visit)

Observe child and parents

Record detailed observations (not inferences or judgments)

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

NEEDS

Objectives

- Understand that infants and parents have needs that must be considered when planning.
- Realize that much of what parents do is to meet their infant's needs.

Background Information

- Needs exist within the individual: They are a physical state that seeks satisfaction. Needs motivate people to act.
- Needs can be grouped into six categories, some of which sustain life, others of which enrich life:

LIFE SUSTAINING

LIFE ENRICHING

Physiological: For food, warmth, sleep, elimination and life-sustaining reproduction.
Protection/safety.
Social: To be loved and to love, to belong and to include others.
Intellectual/competency: To know, to understand, to do, to be competent.
Self needs: Self-knowledge, integrity, self-esteem, self-competence, self-fulfillment.
Artistic/spiritual needs.

- How needs are satisfied affects the quality of life—
  The infant whose needs for nourishment are met with a healthy diet will feel differently than one receiving inadequate nourishment.
  How needs are met affects the control people have over their lives, e.g.,
  Infants whose curiosity is met by having something explained will have more control over their lives than if they are just told what to do, e.g., having the concept "hot" explained will give information infants can use when exploring.

Introduce Emphasized Content

Discuss with students—

- How many of them eat and why (hungry).
- How many of them sleep and why (tired).
  Conclude: Bodies have needs.
- Other needs people have.
  (Organize using the basic categories listed above.)

Questions and Events to Integrate Content into Visit

If infant expresses a need, discuss with students—

- What need the infant expressed.
- How the infant expressed it.
- How students recognized the infant's needs.
- How the parents responded to infant's needs.
- Other ways parents could have responded to infant's needs.

Activities to Extend Content (optional)

Discuss or have students write in their journals—

- How their parents responded when they did (name something visiting infant did). How they felt. What they learned.
- Some of the ways they might respond to an infant doing this.
- Why babies get into their brothers' and sisters' toys and things.

Needed
Parents/infant
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart (see pp. 45–46)
Notebooks for students' journals

Ongoing concepts
Parents/infant Communication
Development
Parent's role

THE FIFTH VISIT WITH THE PARENTS AND THEIR INFANT

Content Emphasis—Attachment

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.
- Recognize the importance of parents and infants building a strong emotional bond.
- Understand some of the ways the parent/infant bond evolves.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions

2. Implement (during visit)

Observe child and parents

Record detailed observations (not inferences or judgments)

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

ATTACHMENT

Objective

- Recognize the importance of parents and infants building a strong emotional bond.
- Understand some of the ways the parent/infant bond evolves.

Background Information

- To be loved and to love are basic needs of people (see last session).
- Attachment (also called "bonding") relates to the emotional closeness of one person to another: To their feelings of love, acceptance and trust.
- Attachment grows as infants are cared for, played with, talked to, and held, e.g., all those things parents do when nurturing their young.
- Parents also become attached following a less well understood process:
  Starting before birth for some parents;
  Continuing at birth as parents check the perfection of their infant;
  Increasing as parents nurture their infants and look for signs that their infants recognize them.
- Attachment can be observed by watching how an infant, child or adult responds to another. There are developmental patterns.
  Four-month-olds may demonstrate their attachment by wiggling, smiling, and reaching out to their nurturer, usually the parent.
  Sixteen-month-olds, after exploring, will return to parent to "touch base" before wandering away again.
  Parents may follow infant with their eyes even when talking to someone else.

Introduce Emphasized Content

Discuss with students—

- Who they talk to when feeling happy. When feeling upset.
- Who they go to when in trouble.
- Why they choose that person (trust, feel close to).

Summarize: Feel attached to. Person you love. Person you trust.

Questions and Events to Integrate Content into Visit

If baby demonstrates attachment behavior, bring to students' attention—
(Behavior will depend on age of infant. Might be: Looking at parent, leaning on, following visually, crawling up in lap, searching for when out of sight, etc.)

- Note how parent responds.
- Ask what are other ways parent could have responded.

If parent demonstrates her/his attachment, bring to students' attention—
(Parental behavior will vary depending on age of infant. May be: Responding to infant's vocalizations; Establishing eye contact; Reaching out to touch child.)

- Note how infant responds (may not notice).

Activities to Extend Content (optional)

Have students write in their journals or discuss—

- Steps in infant's growing attachment to parents as charted in preceding visits.
- Some possible consequences for infants who do not become attached or whose parents do not become attached to them.
- How students express their attachment to a friend, and/or to their parents.
- How students' parents and/or friend express their attachment to them.

Needed
Parents/infant
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart (see pp. 45–46)
Notebooks for students' journals

Ongoing concepts
Parents/infant Communication
Development
Parent's role

THE SIXTH VISIT WITH THE PARENTS AND THEIR INFANT

Content Emphasis—Curiosity/Competence

Objectives

- Begin to take the initiative for planning and implementing visit using the caring paradigm.
- Make increasingly more detailed and objective observations.
- Recognize curiosity in the visiting infant and parents.
- Be aware of a motivation for competency in both infant and parents.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions

2. Implement (during visit)

Observe child and parents

Record detailed observations (not inferences or judgments)

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

CURIOSITY/COMPETENCE

Objective

- Recognize curiosity in the visiting infant and parents.
- Be aware of a motivation for competency in both infant and parents.

Background Information

- Curiosity is the basic need to explore, know and understand one's environment.
- Children are curious from birth, e.g., the newborn will stare and stare.
- Children's curiosity can be observed at all stages of development.
- Parents are curious, e.g., they follow closely what their infants can do.
- The need to be competent motivates a person to complete a task well and to interact effectively with people.
- A striving for competence is apparent in infants' attempts to sit up, crawl, walk. etc.
- Parents also need to feel competent, e.g., parents who are able to meet their infant's needs feel good while those whose infants continue to cry often feel incompetent.

Introduce Emphasized Content

Put something such as a big gift-wrapped package in a very conspicuous place.

Don't answer questions about package until ready to discuss curiosity.

When ready to introduce topic—

- Allow students to open box (which may be empty).
- Ask them how they felt having the box there.

Identify the concept: Curiosity.

Questions and Events to Integrate Content into Visit

Bring to students' attention as they are observing—

- If baby demonstrates curiosity
  (Behavior will depend on age of infant, e.g., looking at hands or new toy, manipulating object in different ways, etc.).
- If baby demonstrates striving for competence
  (Infants demonstrate competence by the way they manipulate objects and attempt to gain physical control. If infant succeeds, will often look very proud.)
- If parent shows indications of curiosity
  (Way watching to see what infant will do).
- If parent gives indications of feeling competent
  (Way responds to infant and/or to questions students raise).

Activities to Extend Content (optional)

Have students write in their journals and/or discuss—

- How they felt seeing the box and having the teacher not answer their questions about it.
- What they think the consequences may be for the infant and/or the parent:
  Who is curious.
  Who wants to be competent.

Show video On Their Own with Our Help *(see p. 59).*

Needed
Parents/infant
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart (see pp. 45–46)
Notebooks for students' journals

Ongoing concepts
Parents/infant Communication
Development
Parent's role

THE SEVENTH VISIT WITH THE PARENTS AND THEIR INFANT

Content Emphasis—Discipline/Setting Limits/Guiding Behavior

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.
- Observe parents guiding the infant.
- Become aware that there is more than one way of guiding/setting limits/disciplining.
- Recognize that different methods produce different kinds of effects.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions

2. Implement (during visit)

Observe child and parents

Record detailed observations (not inferences or judgments)

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

Content emphasis

DISCIPLINE/SETTING LIMITS/GUIDING BEHAVIORS

Objectives

- Observe parents guiding the infant.
- Become aware that there is more than one way of guiding/setting limits/disciplining.
- Recognize that different methods produce different kinds of effects.

Background Information

- Infants and children must learn how to provide for themselves, how to keep themselves safe, and what is acceptable behavior in their society.
- One role of parents is to help their children meet these social expectations.
- Different terms are used for this process (guiding/setting limits/disciplining).
- Discipline is often thought of as punishment or physical retribution.
- Guiding/setting limits/disciplining can be accomplished using multiple ways including—
  Time out, e.g., taking time to think about the situation or to cool down.
  Redirecting, e.g., substituting a dangerous object for a safer one.
  Avoiding, e.g., putting away breakables, not taking a hungry child into a grocery store.
  Understanding consequences, e.g., helping child realize that something can be "hot" and hurt so don't touch, or that not sharing may cause a favorite friend to not want to play.
- Brainstorming is a method of discovering other ways of guiding behavior.

Introduce Emphasized Content

Discuss with students—

- What their parents do when they misbehave.
  (Identify the process as disciplining, setting limits and/or guiding.)
- Why parents set limits or discipline.
- Whether some methods are more effective than others in getting them to change.
  If there are, identify which ones and why.
- Have students think of questions to ask visiting parents about how they redirect (name of infant)'s behavior, why they do as they do, and what they want infant to learn or do.

Questions and Events to Integrate Content into Visit

If parent guides or redirects infant's behavior, discuss—

- What happened.
- Why parent redirected behavior.
- Other ways parent could have used and their possible consequences.

Activities to Extend Content (optional)

Have students write in their journals about a recent time when they were disciplined. Tell—

- What they did.
- How their parents responded.
- How they, the students, felt.
- What they learned as a consequence.
- How they would handle the situation another time.

Role play—

Infant playing with a toy. Parent grabs it away, saying "That glass could break."

Discuss:

- How both parent and infant might feel.
- What infant might have learned.
- Alternative ways of keeping infant safe.

30

Needed
Parents/infant
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart (see pp. 45–46)
Notebooks for students' journals

Ongoing concepts
Parents/infant Communication
Development
Parent's role

THE EIGHTH VISIT WITH THE PARENTS AND THEIR INFANT

Content Emphasis—Temperament

Objective

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.
- Understand that even newborns differ from one another in ways that can be observed.
- Realize that how they differ affects how their parents must care for them.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions

2. Implement (during visit)

Observe child and parent.

Record detailed observations (not inferences or judgments).

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

TEMPERAMENT

Objective

- Understand that even newborns differ from one another in ways that can be observed.
- Realize that how they differ affects how their parents must care for them.

Background Information

- Temperament refers to constitutional patterns of how people react to their environment.
- Differences in temperament can be observed at birth and even prenatally. Mothers note the different activity levels of infants in utero.
- Temperament patterns are fairly consistent over time.
- Characteristics of behavior that constitute temperament are:
  - Activity level: Amount of movement.
  - Rhythmicity: Regularity of needs.
  - Adaptability: Ease of adjustment to the new and different.
  - Approach: Initial reaction to people or things coming toward her/him.
  - Mood: Amount of pleasant, joyful, friendly behavior as contrasted with unpleasant, crying, unfriendly responses.
  - Threshold: Intensity of response to sound, touch or sight.
  - Intensity: Strength of expression of needs.
  - Persistence: Continuing involvement in an activity.
  - Distractibility: Effectiveness of another happening to attract the attention of the person from what s/he is doing.
- A child's temperament affects how s/he must be cared for.

Introduce Emphasized Content

Choose a characteristic of behavior that has not been discussed in class. (Parents may help teacher identify one to discuss that is easy to observe in their baby, e.g.—

How babies come into a classroom can be indicative of both mood and approach:

[Some babies, seeing all the students, squeal and smile, while others frown and even cry. Either type of behavior is indicative of mood.

Some infants may reach out or crawl up to the students while others pull back or hide. Either type of behavior is indicative of approach.])

- Have students use developmental chart to recall from previous visits behavior of their visiting infant that illustrate a temperament pattern.

Questions and Events to Integrate Content into Visit

- Have students describe to parents their observations of the characteristics of infant's behavior and the students' conclusions as to the temperament pattern of the child.

  Ask for parents' reflection.

  Ask parents how this pattern has affected the way they care for their infant, e.g., parents whose child's approach tends to be to withdraw may need to allow time for their child to become comfortable before leaving, even with a friend.

Activities to Extend Content (optional)

Have students reflect back on developmental chart and—

- Identify another temperament pattern of their visiting infant.
- Trace a developmental sequence (Might be how infant holds object or changes in how infant greets parent, etc.).
- Have students describe in their journals a temperament pattern they have and how they have had to adapt to it.

Needed
Parents/infant
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart (see pp. 45–46)
Notebooks for students' journals

Ongoing concepts
Parents/infant Communication
Development
Parent's role

THE NINTH VISIT WITH THE PARENTS AND THEIR INFANT

Content Emphasis—Feelings

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.
- Identify how infant and parents express feelings.
- Recognize how difficult it sometimes is to know what feelings an infant is expressing.

1. Plan (before visit)
Predict what is the situation?

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

2. Implement (during visit)
Observe child and parents

Record detailed observations (not inferences or judgments)

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)
Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

FEELINGS

Objective

- Identify how infant and parents express feelings.
- Recognize how difficult it sometimes is to know what feelings infant is expressing.

Background Information

- Feelings are emotional responses; they give zip to life.
- Everyone has feelings.
- Some feelings are accepted and even enjoyed, e.g., joy, happiness, love.
- Some feelings are not accepted in some places, e.g., anger, hatefulness, fear.
- Feelings are important and need to be recognized.
- People need to evolve acceptable methods for expressing feelings, including the ability to label them or put them into words.

Introduce Emphasized Content

Discuss with students—

- What feelings are.
- What feelings they have.
- Whether or not (name of visiting infant and parent) have feelings.
  How do they know (by observing).
  (Encourage students to cite examples from previous visits.)

Plan with students focused observations for this visit.

Have half of class observe infant. Have them note—

- Behaviors which indicate infant is feeling something.
- List ways infant may be feeling based on behaviors.
- How infant's behavior makes the students feel.
- How it seems to be affecting the parents.

Have other half of class observe the parents. Have them note—

- Behaviors which indicate parents are feeling something.
- List ways parents may be feeling based on behaviors.
- How parents' behavior makes the students feel.
- How it seems to be affecting the infant.

Questions and Events to Integrate Content into Visit

- Follow plans for observations.
- Discuss observations following visit.

Activities to Extend Content (optional)

Identify Feelings

- Have one person in the class portray how a person would act if s/he were feeling a certain way, e.g., angry, happy, sad, etc.
- Have class brainstorm different feelings that might have been portrayed.
- Have class consider how parents might respond to that behavior and how parents can sometimes misread feelings.

Have students write in their journals about—

- Feelings they observed in the infant or parents during class and how the parents or infant responded.
- Feelings they have and how they wish others would respond.

Needed
Parents/infant
Research kit (measuring tape, book and ball)
Markers and masking tape
Developmental chart(see pp. 45–46)
Notebooks for students' journals

Ongoing concepts
Development
Parent's Role

THE TENTH VISIT WITH THE PARENTS AND THEIR INFANT

Content Emphasis—How the Baby Has Grown and Changed

Objectives

- Plan and implement visit using the caring paradigm.
- Note the kinds of changes that have occurred in the infant's behavior over the time s/he has been visiting.
- Identify patterns of development.
- Recognize how parents adapt their ways of caring for and interacting with their infants according to the ways their children change.

Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

Implement (during visit)

Observe infant and parents

Record detailed observations (not inferences or judgments)

Ask questions

Take and record measurements

Offer ball and book

Reflect (after visit)

Record observations

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

HOW THE BABY HAS GROWN AND CHANGED

Objectives

- Note the kinds of changes that have occurred in the infant's behavior over the time s/he has been visiting.
- Identify patterns of development.
- Recognize how parents have adapted their ways of caring for and interacting with their infants according to the ways their children have changed.

Background Information

- Development of the infant will have occured in all areas over the months the infant has been visiting.
- Parents have had to adapt their behavior as their children get older—
  Older infants have different safety needs: they are more mobile and can investigate more things.
  Parents interact more complexly with their child, in a greater variety of ways. For instance, they demonstrate how things work, tell stories about pictures, and play more elaborate games.
  Parents need to provide different and more complex objects to be investigated and used.

Introduce Emphasized Content

Have students list ways they have changed over the last eight months.

Discuss how they can identify similar changes in the infant—
(By noting during the visit what infant can do in each of the areas of development and comparing it with what the infant did earlier.)

Questions and Events to Integrate Content into Visit

Trace infant's development from first visit to now using the developmental chart—
- Compare what infant can do physically.
- Compare what infant plays with.
- Compare how infant communicates.
- Compare who infant relates to and how.
  Consider whether these changes are due to development, familiarity or both.

Trace changes in parent's activities from first visit to now using the developmental chart—
- Compare how parents' activities and behaviors have changed as parents have facilitated their child's development.
  Consider how parents have changed in response to the child's development.

Plan a gift for visiting infant that provides for child's anticipated next developmental step.

Activities to Extend Content (optional)

Have students report in their journals—
- How they themselves have changed in the last year.
- How their parents have changed as a consequence of the changes in the students.
- Reflections by other parents about how:
  Their infant has changed over the year.
  Their interactions with her/him have had to be adapted.
  They feel about these changes.

Part III
AIDS TO TEACHING

OVERVIEW

Each of the five sections of Part III is for teachers who want more information. In most cases, teachers will be able to present E for P without reading the aids to teaching. Those who use the material, however, will have a better understanding of the philosophy behind the program, the concepts being taught, and effective methods for implementing it.

The Aids to Teaching section includes—

A. Review of cognitive skills that are used when caring/parenting and practiced during the parent/infant visit.
B. Samples and illustrations of materials used:
   Suggested flyers to solicit parents to visit classrooms with their infant.
   Suggested letters to parents of students who will be studying E for P.
   Developmental charts.
   Illustrations of students' writing.
C. Special issues and opportunities that may arise.
D. Bibliography
E. Review of videos.

A. Cognitive Skills Used When Caring

People, implementing the caring/parenting process, use many identifiable skills such as the ability to plan, observe, predict, brainstorm, relate, communicate, design environments, etc. The list is very long. Many of these skills are cognitive.

Four cognitive skills, vital to the caring/parenting process, are an integral part of the E for P curriculum as they are the process by which the parent/infant visit is organized. These skills are predicting, brainstorming, planning and observing. As these skills are so important, both when parenting and in the implementation of the curriculum, more information about them is presented here including—

Definition of the skill.
Objectives when teaching.
Background information.
Examples of how the skill is integrated into the parent/infant visit.
Methods for teaching.

Other cognitive skills, important for students to master, can be used when caring/parenting and can be integrated into discussions about infants and their parents. Teachers, alert to the possibilities, can provide opportunities for students to use these skills by the kinds of questions they ask. To illustrate, on page 38, is a list of—

Cognitive skills.
Kinds of questions related to parenting that will facilitate each cognitive skill.

PREDICTING

Definition

Predicting is—
- Forecasting what will happen beforehand.
- Anticipating what people will be able to do when planning for them.

PHOTO COURTESY OF AMERICAN FRIENDS SERVICE COMMITTEE (AFSC)

"What do you think the baby will be able to do?"

Predict
- Crawl
- Say a word — "Mama," "Dada"
- Get out of crib
- Go up stairs
- Pull himself to standing
- Get into cabinets
- Want to see
- Grab pencils + notebooks
- Cry if mother leaves
- Look for toy under blanket
- Smile at us
- Sit on John's lap

Objectives

To be able to realistically predict what an infant will be able to do.

To make more realistic predictions as the school year progresses.

Background Information

Predicting about human development—
- Is similar to making estimates.
- Becomes more accurate as the predictor understands how humans develop and change.
- May be based on research findings which estimate what is average or "normal" development.
- Yields information which is better than none but not as accurate as detailed, objective observations.

Predictions are used in planning when observations are not readily available, e.g., planning for an event in the future.

A common characteristic of parents who abuse their children is that they make unrealistic predictions of what to expect of their children.

Predicting as Part of The Parent/Infant Visit

Students—
- Predict, before each visit, what the infant will be able to do.
- Use their predictions as information when planning for each visit.
- Reflect, after each visit, about the accuracy of their predictions.

Method

As the first step in planning, ask and record what students think—
- Infant will be able to do this month.
- Parents will have to do for infant.

Use predictions in planning for visit.

During the reflection period have students assess accuracy of predictions.

BRAINSTORMING

Definition

Brainstorming is the process of producing many ideas related to a central theme.

Objectives

To be able to brainstorm a wide range of ideas.
To apply brainstorming to many situations.

Background Information

Brainstorming—
- Frees up one's thoughts, allowing new and different ideas to come into consciousness.
- Encourages people to consider a situation from different perspectives.

During brainstorming all ideas are accepted regardless of how extreme the ideas are.

"What are all the ways we can organize our room for the visit?"

Brainstorm
- Sit in a circle
  - Mother sit in middle
  - Mother be part of circle
- Sit in a "U"
  - Mother top of "U"
  - Put top of "U" by wall
  - Empty chair at top
- Remove everything of interest
- Put things up higher
- Gather toys
- Hide pencils and toys
- Find things in room that will interest him
  - math blocks
  - magazines with pictures

Brainstorming as Part of the Parent/Infant Visit

Used to think of multiple ways—
- Of organizing the parent/infant visit.
- Of handling a situation such as a baby who is crying or a toddler who wants to investigate an electrical outlet.
- Of how a person/baby may be feeling who looks a certain way.
- Of how a person/baby may be feeling in a specific situation.

Method

Set a topic.
(How to organize room for next visit,
How the infant may be feeling, given how he looks, or
How parent may be feeling in a given situation.)
Have group give ideas as rapidly as they can think of them.
(No comments or critical judgments are allowed.
Assessing the adequacy of the ideas is done after the brainstorming session.)
Record ideas as they are called out.
After brainstorming, assess the usefulness of the ideas for the situation.
(When planning, which ideas will make the visit most pleasant.
When observing a situation, which feelings best seem to fit the situation.)

PHOTO BY MARY HELGESEN GABEL

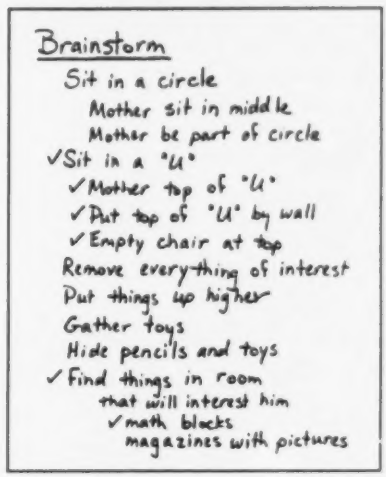
What different ways may this child be feeling? What different reasons may be causing him to feel as he does?

PLANNING

Definition

Planning is—
- Problem solving without necessarily having a problem.
- Considering a situation, brainstorming possible ways of dealing with it and deciding the most effective of those ways.

"Which of our ideas should we use?"



Objective

To be able to plan effectively and creatively when caring for another.

Background Information

Planning—
- Is done when anticipating any event, as with Mrs. Bowman getting ready to visit the fifth grade class.
- Makes the event proceed more smoothly.
- Becomes the first step in caring when done with concern for the outcome:
  - How will the plans affect the people involved? The environment?
- As a means of caring, assumes a warm, friendly, concerned relationship:
  - With parents and their children, caring assumes an intense loving relationship.

To plan/care effectively, a person—
- Must know:
  - The situation.
    - (Where, when, what [equipment and supplies]).
  - The people.
    - (Who [characteristics such as developmental level and temperament]).
  - The goals.
- Must be able to:
  - Think creatively by brainstorming alternatives.
  - Assess effectiveness of alternatives by considering which ones are best:
    - Lead toward the goals;
    - Meet the needs of people;
    - Allow for their characteristics and accept their feelings.

Planning as Part of the Parents/Infant Visit

Students—
- Plan while preparing for each visit.
- Observe parents planning.
- Hear parents describe times they have planned.
- Experience the positive outcomes from their planning and that done by the parents.

Method

Before visit have students plan for it by—
- Considering the situation.
- Predicting what they think the infant will be able to do.
- Brainstorming possibilities.
- Deciding which possibilities will make the visit the most pleasant for all.

OBSERVING

Definition

Observing is noting, watching closely, listening to what is occurring.

Objectives

To be able to make detailed and objective observations.
To record observations accurately.

Background Information

Observations are—
- Made by watching and listening to events happening around one.
- A method parents use to gather information about their children.
- Most useful when detailed and objective, not interpretive or judgmental.
  (When interpretations are made they should be so indicated.)

An observer should be able to describe—
- The setting (place, time, equipment and supplies).
- Who is involved (each person's expression, body state and sequence of behaviors).
- The sequence of events.

Observing as Part of the Parent/Infant Visit

Students—
- Make and record observations during each visit.
- Use their observations to document development and to predict future change.

Method

Teach by—
- Encouraging students to describe:
  - What they see.
    (The infant's face was red and all squished up. Her hands were in tight fists and flailing in the air.)
  - In detail.
    (Over time documents development—see pictures.)
    (When the parent's finger was placed in the newborn's palm, her whole hand grasped it.
    The five month old grabbed the marker with his whole fist.
    The child used the marker with her thumb and forefinger.)
- Requiring students, when making an interpretation, to present the evidence.
  (Student: "The infant was angry,"
  Teacher: "What behavior makes you think she is angry?" or
  "How else might the infant who looks this way be feeling?")

Organize observations considering—
- When they are to be made
  (all through visit and/or during designated time of maybe two to ten minutes).
- When and where they are to be recorded
  (in journals, on individual charts and/or on class chart [see pp. 45–46], during class time or following).
- Who is to record them
  (teacher or student on class chart).

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OTHER COGNITIVE SKILLS USED IN CURRICULUM

What is the parent doing? (Descriptive reporting)

What might the child be learning? (Inductive reasoning)

What might the infant be feeling? (Interpretative thinking)

PHOTO BY VIRGINIA SCHONE

The E for P curriculum provides students with many opportunities to practice cognitive skills as they plan for and discuss the parent/infant visit. Teachers, alert to the possibilities, can frame questions in a way that encourages students to use a variety of skills. To facilitate teachers' awareness of these possibilities, the following includes a list of the different cognitive skills with corresponding questions drawn from E for P content.

Objectives

To identify kinds of questions that can evolve out of the curriculum content that will expand students'—
Thinking skills.
Understanding of human development.
Insights about the role of parents.

Cognitive Skill	Examples of Questions (Drawn from content of curriculum)
Anticipating	What do you think the baby will be able to do this month? What will the parent be doing for the child?
Brainstorming	What are all the different ways we can arrange the room for the visit? What are all the different ways the infant could be feeling? What are different ways parents could handle that situation?
Causal Reasoning	What might be the consequences if the parent did _____?
Deductive Reasoning	If children learn to speak by being spoken to, what happens to the infant to whom no one speaks?
Descriptive Reporting	Describe the situation. What is the infant doing? What happened?

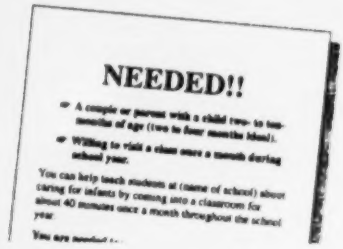
Cognitive Skill	Examples of Questions (Drawn from content of curriculum)
Empathizing	Given the situation and how the infant looks, how would you be feeling if you were the baby?
Evaluative Thinking	How successful were our plans? Was the baby safe and happy? Did the parent appear comfortable?
Imaginative Thinking	How do you wish _____ had responded?
Inductive Reasoning	Infants are observed looking at objects, manipulating them, smelling them, mouthing them. What conclusion could be made about how infants use objects?
Interpretative Thinking	Why is the infant doing _____? What may the infant be feeling? Should a parent spank a child?
Judging	Is an infant bad to cry?
Organizing information by—	
Categorizing	List all the things the infant has done with a ball.
Noting Differences	Compare what your parent does for you and what (name of visiting infant)'s parent does for her/him. How does the world look different to an infant who can sit up compared to one lying down?
Noting Similarities	List what your parents do for you that are the same as what (name of visiting infant)'s parent does for her/him.
Sequencing	Trace the development of an infant's use of her/his hands.
Solving Problems/ Planning	Why do infants usually turn over from their stomachs to their backs before going from their backs to their stomachs? How can we plan to make this parent comfortable and the infant safe in our classroom when the infant has just learned how to crawl?
Reflecting	How well did our plans work out? What would we do again? What would we do differently?
Relational Thinking	In what way was (name of child) like (name of another child)? What do parents do for themselves that they also must do for their infants?

B. SAMPLES AND ILLUSTRATIONS OF MATERIALS USED

This section has samples and illustrations of materials used when teaching E for P.

Included are—

1. Flyer to solicit parents to visit classrooms with their infant.
2. Letter to inform parents about the program.
3. Charts for recording development:
   - Observing Behavior: Charting Development
     - Record:
       - Descriptions:
         - Of infant's physical and social development, how baby uses objects, development of language, emotions and thinking.
         - How parent supports development.
         - Measurements of infant's growth.
         - Observations of experiments when the baby is given a ball and book.
4. Illustrations of students' writing.



NEEDED!!

- A couple or parent with a child two- to two-months of age (two to four months ideal).
- Willing to visit a class once a month during school year.

You can help teach students at (name of school) about caring for infants by coming into a classroom for about 40 minutes once a month throughout the school year.

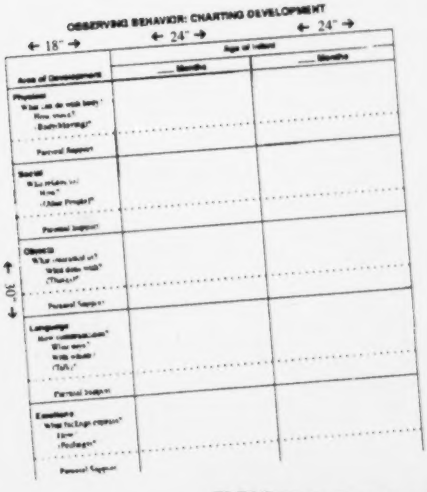
You are needed...

I knew the baby was from visit to visit changing because she is so shy I know that because she would cry when I would hold her with she did not let me do so she did not let me do so

The hardest part about being a parent is having to start taking the baby into consideration when ever you want to do some thing like if you want to go out to dinner you have to think about where the baby will be.

I learned that it's just not feeding the baby, putting him or her to sleep. Your job is to work with him or her and teach it.

Some of the above must be adapted to the particular class where E for P is being taught—



OBSERVING BEHAVIOR: CHARTING DEVELOPMENT

← 18" → ← 24" → ← 24" →

Area of Development	Age of infant: ___ Months	___ Months
Physical		
Social		
Objects		
Language		
Emotions		

← 30" →

Flyers:
- Include relevant information as to age of infant and ways the visit will be structured.

Letters:
- Adapt considering age of students, reasons for having the program, and interest and concerns of parents.

Charts (see pp. 45–46):
- For classroom, enlarge chart using roll paper at least 30 inches wide.
  - Width of paper becomes height of chart.
  - Width of chart measures 18 inches (for listing categories) + 24 inches for each month of anticipated visits.
- For individual use, copy sample for each student.

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SAMPLE FLYER TO SOLICIT PARENTS TO VISIT CLASSROOMS WITH THEIR INFANT

PARENTS!

Do you have a child two- to ten-months of age
(two to four months ideal)

Are you willing to come to school once a month?

Willing to talk about your child and your experiences of parenting?

Our school is starting a program to teach students about caring for others. The principal teaching method involves having parents with their child (or one parent if both are not available) come into the classroom once a month. Students will note what the infant can do, how the infant changes month to month and what the parent does to care for the child and to facilitate her/his development.

Parents who have participated in the program are enthusiastic about it. They have written comments such as: "I didn't know I knew so much about an infant"; "Ray loved being with the students. He got excited every time we drove up to the school"; and "Listening to the students talk about my child's development helped me be more aware of how he was growing."

If you are interested in becoming involved, please complete the form at the bottom of the page and return it to your child's teacher (or to whomever it should go).

Yes, I am interested in visiting with a class once a month!

Name _____

Phone number _____

Address _____

Name of child _____

Birthdate _____

SAMPLE FLYER TO SOLICIT PARENTS TO VISIT CLASSROOMS WITH THEIR INFANT

NEEDED!!

- **A couple or parent with a child two- to ten-months of age (two to four months ideal).**
- **Willing to visit a class once a month during school year.**

You can help teach students at (name of school) about caring for infants by coming into a classroom for about 40 minutes once a month throughout the school year.

You are needed to:

- ✔ Show how infants change, grow and develop.
- ✔ Talk about what it is like to be a parent.
- ✔ Help young people learn about the important job of caring for infants.

To become involved,

- ✔ **Please contact:**

_____

_____

(give name and phone number of contact person)

SAMPLE LETTER TO PARENTS OF STUDENTS WHO WILL BE STUDYING E for P

Dear Parent,

This year your child's class will be studying how infants grow and develop and how their parents facilitate that process. They will be using a curriculum entitled *Education for Parenting: Learning How to Care.*

Central to this program is the monthly classroom visit of parents with their infant. This year (give name of parents and infant) will be visiting your child's class.

These visits provide a laboratory for the students' study. Students will plan for the visits using a process similar to how parents plan for their children. Students will observe what the infant can do each month, thereby learning to identify patterns of growth and development. They will ask parents what they do for their infant, thereby beginning to understand the importance of the parental role in nurturing children. As you can see, this is not a sex education program.

Students gain many insights from studying this curriculum. They tend to become more reflective in their thinking, especially about themselves. Many begin to relate with greater understanding to younger children, including their siblings.

This project provides many opportunities for your children to use their academic skills. As is done in science class, students will be making objective observations. They will use their writing skills to record their observations, their insights and reflections from the visits and from their own similar experiences. They will be reading about families, parents, children and relatives. They will use math to answer questions such as what it costs to care for an infant or what is the pattern of an infant's growth.

You are invited at any time to come observe this class. We would enjoy sharing with you what we are learning. And you, I am sure, would have much to offer from your experiences as a parent.

Sincerely,

SAMPLE LETTER TO PARENTS OF STUDENTS WHO WILL BE STUDYING E for P

Dear Parent:

Your child's class plans to study how children grow and change and what parents do to help them. We will be observing babies and their parents. The students will be learning what a hard job it is to be a parent. This will help them to understand better what you do as parents. Studying about what babies can and cannot do may also help students to get along with younger children in their families.

Lessons center around the monthly visits of a couple with their baby. We will also be seeing movies about babies and will be writing and reading about how children learn and grow. This is not a course in sex education.

We invite parents to join us. We are sure that you will have had experiences to share that will add to our study.

Sincerely,

OBSERVING BEHAVIOR: CHARTING DEVELOPMENT

Area of Development	Age of Infant	
	____ Months	____ Months
Physical What can do with body? How move? (Body/Moving)* Parental Support		
Social Who relates to? How? (Other People)* Parental Support		
Objects What interested in? What does with? (Things)* Parental Support		
Language How communicates? What says? With whom? (Talk)* Parental Support		
Emotions What feelings express? How? (Feelings)* Parental Support		
Thinking How demonstrates thinking? (Thinking)* Parental Support		

(over)

Put on long sheets of paper to use in class and/or make individual copies for students (see p. 40).
*Simplified Language

OBSERVING BEHAVIOR: CHARTING DEVELOPMENT cont.

Experiments	Age of Infant			
	___ Months	___ Months	___ Months	___ Months
Show ball (Ball)* Infant's response				
Look at book (Book)* Infant's response				
Measurements (If infant does not object) Height				
Weight				
Head circumference				

PHOTO BY MARY HELGESEN GABEL

(Put on long sheets of paper to use in class and/or make individual copies for students.)
*Simplified Language

SAMPLES OF STUDENTS' WRITING

In their journals, fourth-grade students reflected on their experiences in the E for P program.

My favorite part was—

"Getting to see how a baby reacts to things like covering up [what] they are playing with." (Lea)

"Asking questions about what it is like having a baby and what do you maybe stop doing because of your baby." (Lea)

"Listening to the language of Lucy." (Jamil)

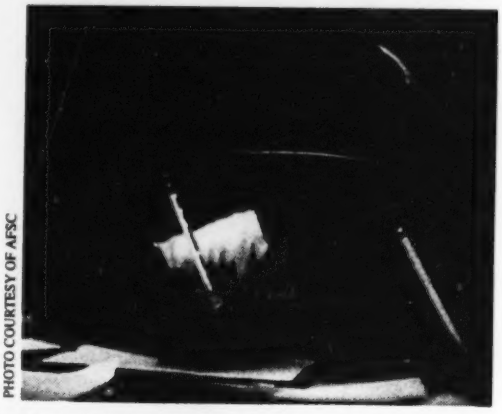

PHOTO COURTESY OF AFSC

I learned that—

"Taking care of a baby is expensive and tiring." (Rachael)

"It was hard being a parent to a newborn." (Jamil)

"Its just not feeding the baby, putting him to sleep. Your job to work with him or her and teach it." (Amanda)

PHOTO BY GREG COMER, COURTSEY OF AFSC

I knew the baby was changing from visit to visit because—

"She mite talk more than she did. . . . In the beginning the way she crawled was getting on her hands and knees and rocking herself and now she can almost walk." (Lea)

"Well we put the same toys out with the baby each time and you could see how the baby reacted from time-to-time." (Rachael)

"By measuring it and weighing it." (Jamil)

"Well she isn't as shy. I know that because she would walk around and let me hold her which she didn't let me do before." (Amanda)

The hardest part about being a parent is—

"To get up in the middle of the night and changing the diapers and putting the stuff that could harm themselves with up." (Sy)

"Having to start taking the baby into consideration whenever you want to do something like if you want to go out to dinner you have to think about where the baby will be." (Rachael)

"Having to tell it over and over to do something." (Amanda)

PHOTO BY BILL PIERRE, COURTESY OF AFSC

Skills or behaviors that parents need in order to help their infants develop—

"Not yell or swear or drink beer or give the baby something harmful to the baby." (Sy)

"The need to be patient. . . . To understand what's its like to be a baby." (Amanda)

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C. SPECIAL ISSUES AND OPPORTUNITIES THAT MAY ARISE WHEN TEACHING E FOR P

The caring paradigm can be applied to situations other than parenting. When teaching experientially, you will find many opportunities to integrate the paradigm, as demonstrated in the diagram below. Most opportunities are exciting. Sometimes they are difficult as in the unfortunate event when a baby is born handicapped or a death occurs. The lesson outlines on the following pages will help the teacher envision ways to integrate the caring paradigm.

As you read the different outlines, notice that—

The caring paradigm structures the process regardless of what is being cared for.

The kinds of information and skills needed to care change when whatever is being cared for is no longer a person; but information and skills are still very much required.

The Caring Paradigm Applied to Special Issues

To care, a person . . .

Is involved	Is concerned about trash	Is concerned about pet	Is concerned about another student
Plans— Describes situations	Kinds of trash Location	Kinds of pets Classroom space	Reasons for meeting with student Where to meet
Brainstorms	Ways of preventing trash accumulation Ways of removing and recycling	Ways of providing shelter and food Ways of playing with	Ways of reading to Having student read or follow
Decides based on: Goals	Unlittered area	Healthy happy pet	Child enjoy reading and/or learning to read
Other guides	Methods that seem most effective	Needs of pet Characteristics	Needs of child Learning style Developmental level
Implements			
Reflects	Is area clean?	Is pet healthy? Is class enjoying?	Is child enjoying reading?

THE UNWANTED OUTCOME

Objective

Help students and their families deal with the event that has occurred and their feelings about it.

Background Information

The unwanted outcome is the undesirable condition of the mother or baby. Either or both die or the infant is born with severe handicaps.

As with any painful, violent event, students must have opportunities to deal with it. Planning can be most useful.

PHOTO BY MARY HELGESEN GABEL

Method

Teachers/staff **plan** by—

Describing situation:
Learning exactly what has happened.

Brainstorming ways of helping students and their parents deal with situation:
Discussion of what has occurred.
Role play
(With young children doll corner play is very useful).
Opportunities to express feelings through art and music.
Have books or stories with relevant themes available.
Parents' needs for information and opportunities to express feelings and support.
Involve a mental health person if available.

Deciding which of the options would be most effective:
In meeting the ***goals*** of helping parents and their children deal with the event in a healthy coping way.

PHOTO BY TERRY FOSS, COURTESY OF AFSC

In meeting their ***needs*** to know and to be supported.
By recognizing the ***characteristics*** of the individual students and their families, particularly:
Students' developmental level with its limits for their understanding.
Their temperament patterns.
Cultural patterns that may be relevant.
By acknowledging their feelings.

Teachers/staff **implement** the plan.

Teachers/staff **reflect** on effectiveness and continue dealing with event as long as needed.

PARTNERING

PHOTO BY MARY HELGESEN GABEL

Objective

To give students another type of "caring" experience.

Background Information

Partnering is another kind of experience that provides students an opportunity to use the caring paradigm.

Partnering occurs when two or three people interact and one, called the lead partner, assumes responsibility for the relationship.

Partners, assuming responsibility for the relationship or contact, will be more effective if they plan for the contact using the caring paradigm.

Types of experiences where partnering can occur—
- Tutoring.
- Reading to younger children or the elderly.
- Playing.
- Visiting the elderly.
- Studying a common subject with a student in another grade.

PHOTO BY MARY HELGESEN GABEL

When setting up a partnering experience work with lead partner by giving necessary information about—
- Needs and characteristics of partner.
  - (If planning to read a book, lead partner should know age and interests of partner.
  - If tutoring, need to know about partner's learning style.)
- Situation.
  - When and where contact will take place.
  - Any specific conditions that will affect interaction.

Method

Plan by—

Describing the situation.
- (A student needs tutoring in math or reading.
  - What is the skill to be worked on?
  - What are the strengths of the student?)

Brainstorming ways the partner could work with the student.
- (List ways to help child master the addition facts.)

Deciding which of the options would be most effective:
- In meeting the ***goals***.
- In meeting the ***needs*** of the student.
- In adapting to the ***characteristics*** of this particular student.
- By recognizing how student's ***feelings*** will be affected by this contact.

The lead partner makes plans.

Implement the plan with the partner.

Reflect on the effectiveness of the plan and the warmth/friendliness/pleasantness of the contact.

PHOTO BY MARY HELGESEN GABEL

UTILIZING THE CULTURAL DIVERSITY IN OUR CLASSROOMS TO ENRICH THE PARENT/INFANT VISIT

Objective

To help students recognize—
- The commonalities and differences of cultures in ways infants and children around the world are nurtured.
- That there is more than one way of nurturing an infant well.

PHOTO BY BONNIE DALZIEL, COURTESY OF AFSC

Background Information

There are children from many different backgrounds and cultures in our classrooms.

Similarities and differences of these cultures in how children are cared for, very naturally become part of the discussion during the visits of the parent(s) with their infant.

Helping students understand that infants are loved, though the methods of loving them differ, is an example of an opportunity to help students deal with diversity.

PHOTO COURTESY OF AFSC

Methods

Questions and comments must be carefully worded depending on the situation—

If a child has recently come from another country, direct questions might be asked.

What was the pattern in your country? or

Did women do anything special to keep their babies healthy?

Another approach is to ask about what earlier generations did.

What did your (student's) mother do to keep her babies healthy?

How did grandmother? What were the customs in her country? or our country of origin.

Ask questions related to visits—

During visits of the infant:
- Feeding practices.
- Ways of responding to crying.
- Sleeping patterns.
- Clothing used.
- Equipment, bed, bathinette, changing table, etc.
- Ways of playing with infant.
- Kinds of behavior allowed and kinds not allowed.
- Ways of disciplining.
- Who assumes major care of infant.

PHOTO BY WENDILEE HEATH O'BRIEN

55

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THE PARENT/INFANT VISIT AS A MEANS OF SUPPORTING THE STUDENT FOR WHOM ENGLISH IS A SECOND LANGUAGE

Objective

Provide students learning English with opportunities to use language during experiences with which they are familiar.

Background information

People from all cultures have experienced some sort of family and family life.

Experiences related to families and family life are easy to recognize even if the student does not understand the language. For example, without knowing the language students recognize mothers, fathers, babies and young children. They know what food is and what to do with it.

A discussion around these topics is easier to follow than one during which there are fewer visual clues, supporting the unfamiliar language.

Thus the E for P curriculum provides effective content and method for teaching the student who is learning English.

Method

The curriculum, *Learning About Parenting; Learning How to Care,* has been adapted to be a means of teaching English as a second language. Adaptation is available from Harriet Heath, 223 Buck Lane, Haverford, PA 19041.

Family
Familia
家方矢

Father
Papa
お父さん

Mother
Mama
お母さん

Daughter
Hija
むすめ

PHOTO COURTESY OF AFSC

Son
Hijo
むすこ

Baby
Niño
あかちゃん

Brother
Hermano
兄弟

Sister
Hermana
姉妹

56

CHOOSING/CARING FOR A CLASS PET

Objective

To practice how to care by—
Choosing a pet wisely.
Caring for it lovingly.

PHOTO BY JUDY FAIRBANKS, COURTESY OF AFSC

Background Information

Many classrooms have pets.
Classroom pets can be of all kinds and sizes.
The caring paradigm can be used in planning which pet to have and/or how to care for it.

Method

(Adapt caring paradigm as to whether to get a pet and/or in caring for one.)

Plan by—
Describing the situation, including availability of:
Reasons for having a pet.
Space for pet.
Time to care for pet during week.
Care of pet over weekends and holidays.
Financial resources.
Brainstorming:
Kinds of pets.
Ways of providing care.
Deciding based on:
(May need to do some research to know needs of each pet being considered.)
Goals:
Keep pet healthy.
Consider reason for having a pet.
(Animal to cuddle, to watch reproduce, to learn how to care for, other.)
Needs:
Of animals being considered.
(Food, shelter, rest, exercise and safety.)
Characteristics:
Size and, consequently, need for space, exercise, etc.
Frequency of needing to be fed, given water, etc.
Need for socializing with children or with other animals.
Choose which kind of pet to get.
Decide how to care for.

Implement by—
Obtaining animal.
Caring for.

Reflect by—
Assessing the experience of having a classroom pet.
Have reasons for having the pet been met.
Are the needs of the pet being met.

DEALING WITH TRASH

Objective

Learn how to cope with an environmental problem.

Background Information

Environmental issues are part of every school curriculum.

Students can learn how they can be actively involved by dealing with environmental issues in their classrooms using the caring paradigm as outlined below.

Kind of trash to consider—
- Classroom trash.
- Lunch room trash.
- School yard trash.
- Trash as a home project.

PHOTO BY MARY HELGESEN GABEL

Methods

Plan by—

Describing situation:
- Kinds of trash.
- Amount of each kind of trash.

Brainstorming different ways of:
- Dealing with trash.

Deciding which ways to implement based on:

Goals:
- To have a clean and neat environment.

Other Information:
- Relevant information that can serve as guides for choosing options.
- Realistic assessment of the need for the material that becomes trash.
- Effects on environment of different materials that might be used to remove trash.
- Effects on environment of different ways to dispose of trash.
- Effects of not using or decreasing the use of materials that produce trash.

Make a plan:
- Set up a program for implementing how trash will be dealt with.

Implement

Reflect by—

Assessing after a given period of time:
- If people are making less trash.
- The impact of the ways people are dealing with the trash on themselves and on the environment.

STAYING DRUG FREE

Objective

Encourage students to use the caring paradigm to care for themselves by keeping themselves healthy.

Background Information

Students today live in a society where they are exposed to all kinds of drugs. The caring paradigm can help them learn how to use drugs wisely.

Consider for your area—

- Kinds of drugs available and the way they are used.
- The ways drugs are distributed.
- The specific situations the students bring up.

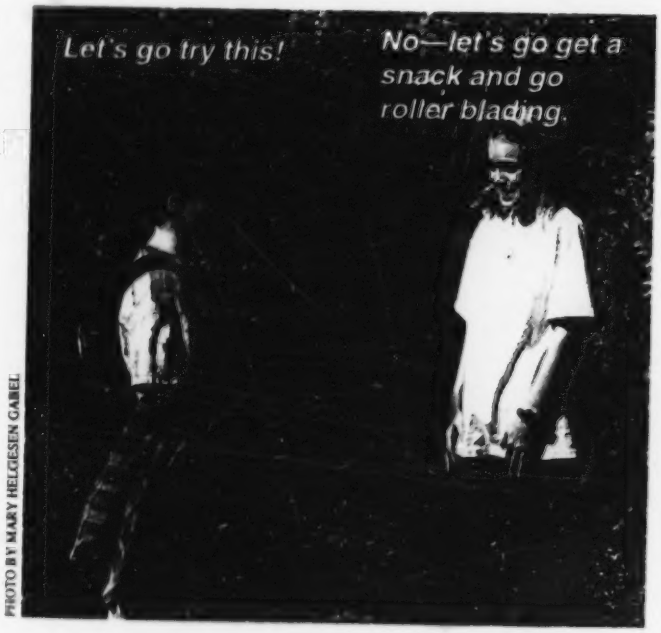

PHOTO BY MARY HELGESEN GABEL

Methods

Plan by—

- ***Describing*** situations where they might be offered drugs.
  - Include:
    - Who might offer.
    - What might be offered.
    - When.
    - Where.
    - How.
- ***Brainstorming:***
  - Ways of dealing with the offer.
- ***Deciding*** considering:
  - ***Goals:***
    - To stay drug free.
  - ***Needs:***
    - For social acceptance.
    - For information about the availability and effects of various kinds of drugs.
    - For coping skills to resist the ways drugs are being promoted.
  - ***Characteristics:***
    - Knowledge about self and ways some students are more vulnerable than others and more vulnerable in certain situations.
- Make plan.

Implement

Reflect by—

- Assessing amount of drug use among students.
- Encouraging students to:
  - Discuss relevant issues as they come up.
  - Assess usefulness of the skills they learned.

BEST COPY AVAILABLE

CONSIDERING THE PLIGHT OF THE NATIVE AMERICAN DURING THE FRONTIER DAYS

To be part of a study of American history.

Objective

To use the caring paradigm to help students understand:
- How native Americans may have viewed the coming of the "white man."
- History from more than one perspective.

How might the life of native Americans been like if the "white man" hadn't come?

PHOTO BY PAUL DIX, COURTESY OF AFSC

Background Information

- Many subjects are taught from the perspective of the people producing the textbook.
- The caring paradigm is a tool students can learn to use to become more capable in considering situations from other people's points-of-view by having students follow the outline.
- This approach can be used when studying any kind of social conflict.

Methods

Plan by—

Describing the situation:

Have students take one group of Indians in a particular location and describe:
- Their way of life.
- How the "white man" disrupted this way of life.

Brainstorming:

- Different ways the native Americans might have felt.
- Different ways of dealing with the situation.

Deciding:

Goals:

Determine what the goals seem to have been for native Americans and the "white man."

Needs:

Determine for both groups their need for food, space, safety.

Characteristics:

Identify individual characteristics for each group especially related to their way of life.

Draw up a plan that would have been acceptable to both the "white man" and native Americans.

PHOTO BY PAUL DIX, COURTESY OF AFSC

Implement—

Students might implement plan by:
- Role playing.
- Writing a play or story.
- Drawing pictures of plan.

Reflect by discussing—
- Advantages and problems of implementing plan.
- How history might have been different.

D. Bibliography

On Child Development

The following books give basic background information to teachers who want to know more about early development.

Ames, L., & Ilg, F. (1983). *Your One Year Old: The Fun-Loving, Fussy 12 to 24 Month Old.* New York: Dell.

—(1985). *Your Three Year Old: Friend or Enemy.* New York: Delacorte.

—(1980). *Your Two Year Old: Terrible or Tender.* New York: Dell.

These books update the format of the Gesell Institute's research done years ago. The books give the reader a good verbal picture of the characteristics of a child of a given age.

Chess, S., & Thomas, A. (1987). *Know Your Child: An Authoritative Guide for Today's Parents.* New York: Basic Books.

Basic book about development, temperament patterns and the parenting role.

Greenspan, S., & Greenspan, N. (1985). *First Feelings: Milestones in the Emotional Development of Your Baby and Child.* New York: Viking Press.

This excellent book traces the emotional/cognitive development of the child, emphasizing the role of the parent in that development.

Pulaski, M. (1980). *Understanding Piaget: An Introduction to Children's Cognitive Development.* New York: Harper and Row.

Good review of theory with bibliography for further reading about Piaget's work.

Background and Additional Resources for Teaching Education for Parenting: Learning How to Care

(The following materials, except where otherwise noted, are available from Educating Children for Parenting, 2000 Hamilton St., Suite 206, Philadelphia, PA 19130.)

Barnard, M. (1989). *Books for Curriculum Integration.*

Annotated list of books for students and some for teachers. Topics include: death and loss; pregnancy and childbirth and also books with comprehension questions for elementary students' independent reading.

Giovanni, R., & Heath, H. (1990). *Learning about Parenting: Learning to Care.* Photocopied edition available from H. Heath, 223 Buck Lane, Haverford, PA 19041.

For the student with limited proficiency in English.

Heath, H., (1983). *Parents Planning.* Photocopied edition available from author, 223 Buck Lane, Haverford, PA 19041.

Manual for parents based on the caring paradigm.

Heath, H., & Education for Parenting Staff. (1989). *Additional Discussion Questions of the LAP Curriculum.*

Heath, H., Scattergood, S., & Meyers, S. (1983). *Learning About Parenting: Learning to Care.* (LAP)

Teacher's Handbook.
Includes theory and background of content of the LAP curriculum with suggestions of ways to implement program. Will be useful for those teaching LHTC.

Part I *Getting to Know*
(For students in kindergarten through third grades)

Unit 1 *Getting to Know: Newborns and Their Parents*
A pregnant couple (or woman) visits. They return with newborn.

Unit 2 *Getting to Know: Infants and Their Parents*
An infant and parent visit monthly.

Unit 3 *Getting to Know: Toddlers and Their Parents*
A toddler and parent visit monthly.

Unit 4 *Getting to Know: How to Care for Children Who Are Younger*
Students plan for younger children and carry out those plans.

Part II *Learning about:*
(More comprehensive than Part I
For students in fourth through eighth grades)

Unit 1 *Learning About: Newborns and Their Parents*
Pregnant couple/mother visits. They return with newborn.
Topics of additional sessions include the costs of living, having a baby and caring for one, plus the capacities of newborns, their developmental patterns, their needs, appropriate toys and the role of parents.

Unit 2 *Learning About: Infants and Their Parents*
Infant and parent visit monthly throughout year.
Topics of additional sessions include needs of parents and infants, temperament patterns, feelings, how infants learn and the role of parents.

Unit 3 *Learning About: Toddlers and Their Parents*
Toddler and parent visit four or five times.
Topics of additional sessions include toddlers talking, assertiveness and how they compare to one-year-olds.

Unit 4 *Learning About: Caring for Infants*
Students plan for and interact with infants using their knowledge of human development and how to facilitate growth.

Part III *Exploring Human Development:*
(Exploring human development: Infants/young children and their parents changing. Curriculum for high school students.)
Available from H. Heath, 223 Buck Lane, Haverford, PA 19041.

(*Learning How to Care: Education for Parenting* adapts the LAP curriculum to be more precise and user friendly.)

E. Review of Videos

In the Beginning

(Davidson Films, Inc., 213 E. Street, Davis, CA, 95616, (916) 753-9604)

Description—

Illustrates early development by showing different aged infants busily engaged in their worlds.
Focuses on sensory-motor abilities, cognitive skills and attachment behaviors.
Portrays how world must look and feel to a newborn.
Demonstrates that the capacities of newborns make it possible for them to form attachments with caregivers, to "make sense" out of and to feel competent in dealing with the world around them.
Illustrates how infants learn by doing, manipulating objects and relating to people.
Demonstrates importance of parental role by showing how parents interact with their youngsters and provide them with opportunities to explore and with objects to manipulate.
(At the end there is a short segment on two-year-olds. This is so brief it distracts. Stop with the child walking away from the camera scene.)

Relevance —

In the Beginning is an excellent portrayal of the theory used in the E for P (see *Learning About Parenting, Teacher's Handbook,* p. 81).

Presented in E for P —

Unit 1: *The Second Visit with the Parents and Their Newborn* (see p. 22).
Unit 2: *The Second Visit with the Parents and Their Infant* (see p. 16).

Nurturing

(Davidson Films, Inc., 213 E. Street, Davis, CA 95616, (916) 753-9604)

Description —

Shows infants of different ages interacting with their parents.
Illustrates that human development occurs as people interact with each other and with the things around them.
Shows components of the parental role to be:
Consultants to their children;
Partners in loving relationships; and
Designers of their environments.
Demonstrates how parents can guide behavior without stifling children's curiosity or willingness to experiment.

Relevance —

Nurturing is an excellent portrayal of the theory used in LHTC (see *Teachers' Handbook,* p. 81).

Presented in E for P —

Unit 2: *The Third Visit with the Parents and Their Infant* (see p. 18).

On Their Own with Our Help

(Bradley Wright Films, 1 Oak Hill Drive, San Anselmo, CA 94960, (415) 457-6260)

Description —

Caregiver working in a day care setting:
Believes that children should be actively involved with what is happening to them.
Demonstrates the belief that children should be allowed to explore and problem solve.
Illustrates how an adult can facilitate infants' exploration and play.

Relevance —

On Their Own with Our Help demonstrates an expansion of the theory used in E for P by illustrating very specifically how an adult can create experiences for infants that facilitate growth.

Presented in E for P —

Unit 2: *The Sixth Visit with the Parents and Their Infant* (see p. 24).

Needed

Parents/Infant
Developmental charts (see pp. 45–46)
Markers and masking tape
Notebooks for students' journals
Research kit (measuring tape, book and ball)

Ongoing Concepts

Development
Parent's Role

DETAILED LESSON FORMAT FOR VISIT WITH THE PARENTS AND THEIR INFANT

Content Emphasis—

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.

1. Plan (before visit)

Predict—
- What the infant will be able to do.
- What the parent will need to do for the infant.

Brainstorm—
- Think of as many ways as possible to conduct visit.

Decide—
- Which of these ways will make the visit interesting, safe and enjoyable for:
  Baby.
  Parent.
  Students.
- Choose who is to be responsible for ball, book and measurements.

Introduce emphasized content.

Students and teacher prepare questions to ask parents about—
- Infant's development.
- What infant can do.
- Life of the parent.
- Emphasized content.

2. Implement (during visit)

Observe child and parent. May need to ask—
- What the infant is doing.
  What may infant be learning.
- What the parent is doing.
  How the parent may be helping the infant.
  How what parent is doing may make infant feel.
- What is the parent's day like.

Record detailed observations (not inferences or judgments)—
(Remember to chart a kind of behavior in same area: Doing so makes tracing developmental changes easier.)

Ask questions—
Be aware of teachable moments. Use as seems warranted.
Include, as opportunities arise, ones about emphasized content.

(over)

2. Implement (continued)

Offer ball and book—
Record what toddler does.

Take and record measurements.

3. Reflect (after visit)

Record additional information.

Record observations on developmental chart.

Reflect—

- What plans should be followed during the next visit, what changed.
- How accurate and realistic were the predictions.
- How effective was the planning.

Activities to extend content (optional).

Needed
Parents/Infant
Research kit (measuring tape, book and ball)
Developmental charts (see pp. 45–46)
Markers and masking tape
Notebooks for students' journals

Ongoing Concepts
Development
Parent's Role

OUTLINED LESSON FORMAT FOR VISIT WITH THE PARENTS AND THEIR INFANT

Content Emphasis—

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

2. Implement (during visit)

Observe child and parent
(record detailed observations [not inferences or judgments])

Ask questions
(including as opportunities arise, ones about emphasized concept)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

What was particularly interesting about the parent and/or infant